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AN ANALYSIS OF TEXTBOOKS IN
PROBLEMS OF DEMOCRACY
AT THE SECONDARY-SCHOOL LEVEL

Submitted by

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(A.B., Mount Holyoke, 1923)

In partial fulfillment of requirements for
the degree of Master of Education

1945

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CHAPTER I

THE PROBLEM AND THE METHODS USED TO SOLVE IT

Training in Problem Analysis

The present need.-- Present-day educators are generally agreed that education for intelligent citizenship must include training in problem recognition and in the methods of problem solving. While this would be true of any day and age, it is a more generally felt need at this time when clear thinking and a broadminded outlook are essential if our youth are to be adequately prepared to face the problems of the post-war world.

These problems will confront the youth of today when they leave school life to take their places as the citizens of tomorrow. How well they are equipped to deal with these problems depends to a considerable extent upon the training which they are now receiving in school.

The problem.-- During the past few years courses in Problems of Democracy have been added to the social-studies curriculum in many secondary schools, and a number of textbooks have been written for the purpose of supplying material for these courses. It is the purpose of this study to analyze certain of these textbooks in an attempt to find out how well they succeed in doing what they purport to do, and how many of them actually provide for training in problem recognition and problem solving.

Methods Employed in This Study

Selection of the criteria.-- The first step in approaching the problem was to select the criteria to be used in the analysis. The suggestions of a number of educators in the social-studies field were read and analyzed. Scales for measuring textbooks^{1/} were examined, and from these sources ideas were derived which led to the formulation of the nine questions which comprise the criteria.^{2/}

Because training in critical thinking is essential to intelligent citizenship, it was felt that the criteria for the textbook material to be examined should include the steps in the problem-solving approach.^{3/} Since critical thinking implies a felt need or difficulty which must be defined and carefully investigated before there is any likelihood of a solution emerging^{4/} it was felt that the problem-solving steps of the criteria should include: (1) The opportunities provided for problem recognition; (2) The impartiality of the objective data; (3) The suggestion of solutions; (4) The recognition of possible alternative solutions; (5) The appropriateness of the wording for the age group for which the book was intended; (6) The clearness of the illustrations; (7) The clearness of the maps, charts, and figures; (8) The use of

1/ A. S. Barr and William H. Burton, The Supervision of Instruction, D. Appleton and Company, New York, 1926, p. 261-264.

2/ Appendix, p. 60.

3/ Roy O. Billett, Fundamentals of Secondary-School Teaching, Houghton, Mifflin Company, Boston, 1940, p. 36.

4/ Ibid. p. 100-101.

collateral readings; (9) The inclusion of activities other than reading.

Due to the pioneering nature of the investigation as well as to the limits of time and of other resources that could be devoted to this study, these items had to be selected more or less empirically. Care was taken, however, to include only those items which were considered essential and pertinent to the textbook analysis.

The rating scale.-- After careful consideration of several types of rating scales and check lists it was decided to use a five-point rating scale employing the terms: Very Well, Good, Acceptable, Not Quite Acceptable, and Not Acceptable to indicate the range wherein the texts met each of the nine criteria.

Selection of the problem areas.-- Again, various sources in the field of the social studies were consulted in order to find out which problems were most generally included in courses in Problems of Democracy. One authority^{1/} presented a set of criteria for the selection and development of problems which was found to be unusually helpful in attacking this phase of the problem.

In addition, the tables of contents of a number of textbooks in this field, chosen at random, were compared, and those topics which occurred most frequently in the texts were selected.^{2/} Those which were common to all of the texts reviewed

1/ Herbert B. Bruner, Some Suggestions For the Study of Modern Problems, The National Crisis Series, Bureau of Publications, Teachers College, Columbia University, New York City, 1934, p. 28-32.

2/ Appendix, p.61.

were: Social-Security Problems dealing with poverty, crime, the handicapped, health, education, and use of leisure time; Conservation of Natural Resources; Taxation; Government Regulation and Ownership; The Farmer's Problems; and Labor Problems. Topics occurring in nearly all of the texts were: The Fundamental Law of the Land (the Constitution); National, State, and Local Governments; Community Problems, both urban and rural; Large-Scale Production; The Standard of Living; Political Parties; Public Opinion; Money and Banking; Law-Making; Immigration and Race Relations; and International Relations.

As the analysis proceeded, isolated topics were found in the individual textbooks and were analyzed separately.

Selection of the textbooks.-- In order that the analysis might include a fairly wide sampling of publishers as well as of textbooks, letters were sent to the various publishing houses of Boston and vicinity asking if they would be willing to send copies of their texts used in the Problems of Democracy field for inspection. As only one of the publishers approached, replied in the affirmative, this method of selecting the textbooks was abandoned, and instead, use was made of the Textbook Resources Library of the School of Education of Boston University and of the Textbook Library of the City of Boston. Both places afforded a wide choice of materials for the study.

The textbooks were selected at random, care being taken

not to include too many from the same publishing house. The textbooks included in the analysis were:

1. Today's Problems, R. O. Hughes. Allyn and Bacon, Boston, 1943, xiii - 801 p.
2. American Government, Frank Abbott Magruder. Allyn and Bacon, Boston, 1944, iii - 708 p.
3. The Challenge of Democracy, Theodore P. Blaich, Joseph C. Baumgartner, and Richard J. Stanley. Harper and Brothers, New York, 1942, xiv - 593 p.
4. Our Democracy, L. J. O'Rourke. D. C. Heath and Company, Boston, 1942 xxi - 711 p.
5. Problems in American Democracy, S. Howard Patterson, A. W. Selwyn Little, and Henry Reid Burch. The MacMillan Company, New York, 1941, xi - 814 p.
6. Our Democracy, Edwin C. Broome and Edwin W. Adams. The MacMillan Company, New York, 1940, x - 466 p.
7. Exploring Your Community, Mary Pieters Keohane and Robert E. Keohane. Harcourt, Brace and Company, New York, 1941, xiv - 529 p.
8. Everyday Problems of American Democracy, John T. Greenan and Albert B. Meredith. Houghton, Mifflin Company, Boston, 1940, xxxii - 570 p.
9. Civics in American Life, James B. Edmonson and Arthur Dondineau. The MacMillan Company, New York, 1941, xiii - 702 p.
10. Problems of American Democracy, Horace Kidger. Ginn and Company, Boston, 1940, x - 546 p.

CHAPTER II
PRESENT STATUS AND FUTURE TRENDS IN THE
SOCIAL STUDIES

Education for Citizenship

The need for preparing youth for competent citizenship.--

Educators are agreed that the main purpose of our schools is to educate youth for citizenship in a democracy. This includes the kind of preparation that will enable our young people to adapt themselves to whatever changes the future will bring, in the opinion of Dewey,^{1/} Bode,^{2/} and Billett.^{3/} In the words of the last-mentioned educator:^{4/} ".... Where, then, will men acquire the capacities and dispositions required by democracy if not in the public schools?"

Edward A. Filene,^{5/} addressing a group of educators in 1934, voiced a prediction which still holds true, after a decade:

Teaching our children what to think cannot possibly

1/ John Dewey, Democracy and Education, The MacMillan Company, New York, 1916, p. 140-141, 254-255, 281, 333.

2/ Boyd H. Bode, Democracy as a Way of Life, The MacMillan Company, New York, 1939, p. 77, 80, 82-83, 94, 96.

3/ Roy O. Billett, Fundamentals of Secondary-School Teaching, Houghton Mifflin Company, 1940, Part One, Chapter II.

4/ Ibid. p. 35.

5/ Edward A. Filene, Address before the Cleveland Convention, "The Cleveland Convention", Journal of the National Education Association (April, 1934) 23: p. 101.

fit them for life in these changing times. We do not know what they should think; for they must deal with things which we know nothing about. We must teach them how to think---how to find out about those things, so that they may apply this new knowledge to the new problems with which they will inevitably be faced.

That way, I am convinced, lies education....

To cite a final reference, Education For All American Youth,^{1/} The Educational Policies Commission's blueprint for post-war education includes a comprehensive plan for citizenship in both the Farmville and the American City curriculums.

Educational literature is replete with such statements of opinion. Education for citizenship involves preparation for the essential duties of citizenship in a democracy, one very important aspect of which is the ability to evaluate critically and intelligently all of the available evidence concerning the political, economic, or social problems with which all citizens will eventually be faced. The question then arises: how well have the schools accomplished this very important objective?

Failure of the schools to prepare for competent citizenship.-- In spite of this obvious opportunity for rendering real service to the citizens of tomorrow the schools have apparently failed to achieve this end. Glaser^{2/}, in his

^{1/} The Educational Policies Commission, Education For ALL American Youth, The National Education Association of the United States and the American Association of School Administrators, 1944, Washington, D. C. p. 75-100, 193-194.

^{2/} Edward M. Glaser, An Experiment in the Development of Critical Thinking, Contributions to Education, Number 843, New York: Teachers College, Columbia University, 1941. p. 4.

Experiment in the Development of Critical Thinking reports that today, after one hundred and fifty years of public education in this country, we have a generally literate electorate, but the great majority are not likely to be good citizens. This is due partly to their lack of understanding of our social, political, and economic situation, and mainly to their lack of training in the ability to think critically about current issues.

This indictment constitutes a challenge to educators to investigate those social-studies courses whose objectives, presumably, include the teaching of such skills and understandings, in an attempt to discover where and why they are failing to achieve their objectives. That these objectives are worthy of achievement is not a matter for doubt. They are vitally necessary to the future well-being of this country if it is to maintain its position of leadership among the nations of the world.

That the schools have not failed to receive warning of this situation is shown by the following excerpt from an address by Charles H. Judd,^{1/} Dean of the School of Education of the University of Chicago, in 1934:

.... On every hand the demand is being made that the schools contribute to the rearing of a generation intelligent on social problems, one which shall not make the blunders which have brought the world into the deplorable situation through which it has recently been passing.

^{1/} Charles H. Judd, "Conclusions of the Cleveland Convention", Journal of the National Education Association, (April, 1934) 23: p. 104.

Dr. Judd was obviously referring to the situation created by the depression, but his remarks are equally pertinent today. The question arises whether, in the intervening decade, the schools have turned out a group of citizens any better prepared to cope with the problems which the war has created and those which will accompany the peace? This would not appear to be the case, judging from the opinions expressed by a number of educators within the last few years. Glaser,^{1/} Redefer,^{2/} Hullfish,^{3/} and Tillway^{4/} all agree that while our schools have thought they were equipping their students for citizenship, actually they have been doing very little for them along the line of constructive training in critical thinking, especially. As Glaser^{5/} puts it: ".... Many 'educated' persons jump to conclusions which are not supported by the evidence, are unaware of their own contradictory statements, and seem unable to keep their wishes from influencing their interpretation of data or evaluation of arguments...."

These educators place the blame for the existing situation upon several causes which center mainly in the traditional

1/ Glaser, op. cit. p. 8.

2/ Frederick L. Redefer, "Problems in Progressive Education", The Educational Record (July, 1942) 23: p.537.

3/ H. Gordon Hullfish, "Functional Learning", Educational Research Bulletin (December,⁸, 1943) 22: p. 227.

4/ Tyrus Tillway, "America's Educational Dilemma", Education, (November, 1943) 64: p. 170.

5/ Glaser, loc. cit.

method of teaching still in use in many of our schools. Such teaching is too prone to emphasize the memorizing of accepted facts by the pupils rather than to show them how to approach a problem in order to find a possible solution. Consequently the pupil is left with a mass of detailed information which he does not assimilate and which will be of little use to him in later life when critical thinking is needed.^{1/}

Suggestions for remedying the present situation.-- In 1942, The National Council for the Social Studies devoted its Thirteenth Yearbook^{2/} to the purpose of suggesting ways and means for developing skill in critical thinking, in the classroom, mentioning as its reason:" The United States.... still puts a premium on the development of informed, straight-thinking young citizens. Since the days of Thomas Jefferson American leaders have called upon the public schools to accept this responsibility...." In the Thirteenth Yearbook the nature and purpose of critical thinking are analyzed,^{3/} specific instructional materials for classroom use are developed,^{4/} and certain techniques used in evaluating various aspects of critical thinking are included.^{5/}

1/ Glaser, op. cit. p. 9.

2/ National Council for the Social Studies, Teaching Critical Thinking in the Social Studies, Thirteenth Yearbook, Washington, D. C.: The Council, 1942, Introduction, p. 1.

3/ Ibid., Part One, p. 1-48.

4/ Ibid., Part Two, p. 49-92; Part Three, p. 93-121.

5/ Ibid., Part Four, p. 123-175.

The Problem-Solving Approach

"Practical Experiences in Democracy"^{1/} Educational literature teems with reports of what this or that school or educational system has done to make its pupils more aware of social, economic, or political problems through participative activities, usually involving the use of the community as a laboratory.

For example, there is the "Rochester Unit on Social Change"^{2/} which is a part of the social studies course in Modern Political and Social Problems in the twelfth grade of the Rochester High School, Rochester, New York. The main objective of this course is to: "...give a working basis for attacking the other problems which appear in this course....making⁷ possible the use of a learned concept in the solving of future problems of society." In its study of the economic system of the United States from earliest times down to the present, this class made use of all the facilities which the community had to offer, the students deriving considerably more benefit from seeing conditions at first-hand than they conceivably would have had they confined their activities to the classroom. A study of public opinion by this same class resulted, in the opinion of their teacher,^{3/} in beginning a cumulative and

1/ "Practical Experiences in Democracy", The Clearing House, (September, October, November, 1941) 16: p. 3-25, 77-99, 140-142.

2/ Stillman M. Hobbs, "The Rochester Unit on Social Change", The Clearing House, (December, 1941), 16: p. 203-205.

3/ Stillman M. Hobbs, "A Twelfth Grade Studies Public Opinion", The Clearing House, (October, 1941), 16: p. 83-86.

progressive series of experiences in learning the ways of democracy.

In another example, this time in the public schools of Des Moines, Iowa, a ninth-grade class in Community Life Problems stress "learning by doing" as well as maximum participation by the pupils through turning the class into a model state legislature, for example, in order to study the problems and procedures which a legislative body must meet. The teacher of this class is convinced that the course:^{1/}".... provides an excellent opportunity for practical training in citizenship." He adds:

To prepare an individual for his place in democratic living, it is well that he be exposed to some actual practice in group action.... that he help plan a group project whose result will perhaps depend in some degree upon his contribution.... that he learn to identify problems of community life and be scientific in his approach to their solution.... It is our task as teachers to develop such a program.

Forrest E. Long,^{2/} in an editorial in The Clearing House for December, 1941, seems to agree with these objectives:".... Kindergarten methods of high-school control should give way to thoughtful self-direction on the part of secondary-school pupils. They must learn the ways of democracy in action by experiencing democracy in action."

Other experiments along this line could be quoted, but

^{1/} James A. Sheldon, "Community Life Problems", The Clearing House, (September, 1941), 16: p. 8-11.

^{2/} Forrest E. Long, "High Schools in War", Editorial, The Clearing House, (December, 1941), 16: p. 242-243.

those already mentioned will be sufficient to show the trend in classes in the social studies, toward the development of critical thinking through training in problem solving by means of increased pupil participation, with education for democracy as the goal.

Planning for the future.-- The Twenty-third Yearbook^{1/} of the American Association of School Administrators, a department of the National Education Association, devoted to the problem of providing more and better education for the nation's youth, introduces its chapter on "Citizenship" by pointing out the two great tasks which the American people face: "(a) that of solving crucial social problems in a highly complex, interdependent society, and (b) that of solving these problems by democratic processes."

Since it is the duty of the American schools to prepare American youth to meet these problems, the schools must be equal to the task. Too few of them, at present, are doing more than touching the surface of the problems they purport to examine. It is not the purpose of this argument to insist that the schools attempt to find solutions for all the problems which are studied. Many of them have been unsolved for years and possibly never can be solved satisfactorily. To quote from the Twenty-third Yearbook:^{2/}

^{1/} American Association of School Administrators, a Department of the National Education Association of the United States, Paths to Better Schools, Twenty-third Yearbook. Washington, D. C. Copyright, February, 1945. p. 107.

^{2/} Ibid., p. 108.

To infer that we can in school today provide children with solutions for post-war problems is absurd. Each generation, especially in a changing world, ultimately must stand on its own feet and solve its own problems. We cannot endow our children with a future of solved problems. Great social issues are not solved apart from environment in time and space....

In the case of many problems, such as unemployment, agriculture, the relations of capital and labor, and the relationship between the government and private enterprise, the war, far from solving these problems as it might seem to the short sighted to have done in this period of prosperity, has only complicated and aggravated their final solution.^{1/} These same problems and many new ones resulting from the war will have to be faced by the post-war generation. More than factual information, our children need to be taught how these problems can best be met.

What is equally important, if we are to preserve our democracy, is that these solutions must be reached through democratic processes.^{2/} This means that the schools must develop in young people certain understandings, skills, attitudes, and ideals which will enable them to meet their problems through co-operation, a critical analysis of facts, and respect for the rights of others. These can best be taught in the group situations provided by the school.^{3/} The interdependence of the school group can be made the basis for the

^{1/} Ibid., p. 107.

^{2/} Ibid., p. 110.

^{3/} Ibid., p. 109.

interdependence of the community group. Self control is learned only through practice and it is the duty of the school to provide learning situations through which our future citizens may practice self-controlled citizenship.^{1/}

Agreement among educators.-- Judging by the similarity between the social-studies teaching already in practice in some of the more advanced schools which have been quoted and the plans for better citizenship training included in the Twenty-third Yearbook, one may assume that certain leading educators are agreed that the problem-solving approach, properly handled, is the most intelligent way to teach citizenship in a democracy.

Problems Courses in the Social-Studies Program

Curriculum organization.-- In some of the more advanced schools where the social studies are included in a core curriculum comprised of a group of related experiences which are themselves related to some problem, the question of where to concentrate upon the problem-solving approach is already settled. This can best be illustrated by reference to the "New School" of the Evanston Township High School which is centered around a core curriculum described as that part of a general educational program which should be included in the experience of every American child.^{2/} The purpose of the core

^{1/} Ibid., p. 117.

^{2/} Charles M. MacConnell, "Core Studies in the New School of Evanston Township High School", The School Review, (April, 1942) Published by the Department of Education of the University of Chicago, Chicago. 50: p. 265.

curriculum is:" to give training for life in a democracy."^{1/}
 It is:" an experiment in democratic living."^{2/} To quote its
 objectives:^{3/}

.... Training in critical thinking certainly stands in first place, followed by such related objectives as learning to solve problems; learning to plan, both individually and in groups; learning to make common decisions regarding group problems; and learning to work together co-operatively in a group on a common project....

In this type of curriculum organization, citizenship training through experience in problem solving is already under way. However, there are still a great many schools which continue to organize their curriculums by separate subjects, and it is in this type of organization that a separate course in Problems of Democracy (or whatever designation the school sees fit to apply) can be made the center of the teaching of citizenship through problem solving.

Methods of instruction in Problems of Democracy courses.--

No one method of instruction in the social studies is superior, for all purposes, to others. Some teachers will base their teaching largely on the mastery of knowledge by their pupils, while others will concentrate on providing as many activities and experiences as possible for their individual students.

^{1/} Loc. cit.

^{2/} Loc. cit.

^{3/} Loc. cit.

Obviously the latter method would seem to be more in accordance with the aims of teaching citizenship through experience, but whatever the method used, except in some of the more experimentally-minded schools, a textbook will be used as the basis of the course.

Importance of a well-planned textbook for the Problems of Democracy course.-- If the textbook is to be used by the pupils as a guide to the best methods of attacking problems, obviously it must be written with that purpose in mind. The teacher of a Problems of Democracy course should examine all the available texts, of which there are still too few, to discover which most nearly fits the needs of such a course. If more than one textbook is possible in the course, the pupils will benefit, since nearly always in any text, some topics are better developed than others.

Applying the criteria.-- The nine criteria^{1/} developed in connection with this study are suggested as a possible measuring instrument by which textbooks designed for use in Problems of Democracy classes may be evaluated. A more searching evaluation would doubtless include many other items. Few teachers, however, have the time or the energy to devote to such an evaluation, hence it was considered best to limit the criteria to only the most essential items. These were applied to ten textbooks in the Problems of Democracy field in an attempt to discover how well this representative group of texts dealt

1/ Appendix, p.60.

with problem recognition as well as problem solution.

Importance of the quality of the teaching.-- In conclusion, let it be emphasized that, regardless of the merits of the method of instruction and of the quality of the textbook used, the quality of the teaching will, in a majority of the cases, determine the quality of the learning in the Problems of Democracy classroom. In general, students are more alert and interested today in social, economic, and political problems, due to their access to sources of information (often misinformation) on these subjects. It is the duty of the teacher to capitalize upon this present surge of interest and to direct it toward the proper methods of viewing these problems, with all the vitality at her command.

Hullfish^{1/} says: ".... This is the time to recognize that when we can teach with conviction.... young people will learn with conviction. The quality of the educative process is strictly the responsibility of those who teach...."

The teacher of a class in Problems of Democracy, therefore, has the unusual opportunity of seeing that American youth are prepared in the best possible manner for future citizenship.

1/ Hullfish, op. cit., p. 248.

CHAPTER III

ANALYSIS OF THE TEXTBOOKS

Procedure Used in the Investigation

The analysis.-- Each of the ten textbooks was carefully examined, in turn, to discover: (1) the problems included, (2) the number of pages devoted to each problem, and (3) how well each problem met the nine criteria. The last-mentioned objective was accomplished by using the five-point rating scale to check each problem against each of the criteria.

Tabulation of the results.-- The results of the analysis of each problem in the individual textbooks were listed on cards, and when the investigation was complete, a Master Sheet^{1/} was compiled from the information recorded on these cards. It will be noted that sections under some of the problems opposite certain of the textbooks have been left blank, on the Master Sheet. This is to indicate that that particular problem was not included in the contents of that particular textbook. Problems other than those selected for the study were occasionally found in certain of the textbooks analyzed, but these were not included in the Master Sheet. They will be mentioned in connection with the analysis of the individual textbooks.

Interpretation of the Results

Problem ratings for each of the criteria.-- The highest

^{1/} Appendix, p.68.

point Very Well on the rating scale was selected as the standard that should be achieved in the case of each of the nine criteria by the problems of any textbook which could be considered desirable for use in a Problems of Democracy course. The following tabulations, therefore, will be limited to only those problems of certain textbooks which achieved the highest rating in connection with the individual criteria.

In the case of the first item of the criteria, shown in Figure 1, eight textbooks rated Very Well in providing opportunities for problem recognition in the field of Social Security Problems (Problem III on the Master Sheet), while in the case of Law-Making (Problem XII) no text achieved highest rating.

Problems	Number of Textbooks									
	1	2	3	4	5	6	7	8	9	10
Social Security	/	/	/	/	/	/	/	/	/	
Conservation	/	/	/	/	/	/	/	/		
Public Opinion	/	/	/	/	/	/	/	/		
Farmer's Problems	/	/	/	/	/	/	/			
Standard of Living	/	/	/	/	/	/	/			
International Relations	/	/	/	/	/	/	/			
Labor Problems	/	/	/	/	/	/				
Governments: National, State, Local	/	/	/	/	/	/				
Taxation	/	/	/	/	/	/				
Large-Scale Production	/	/	/	/	/					
Community Problems	/	/	/							
Immigration and Race Relations	/	/	/							
Government Regulation	/	/	/							
Political Parties	/	/	/							
Money and Banking	/	/								
Fundamental Law of the Land	/	/								
Law-Making										

Figure 1. Comparison by the number of textbooks of the problems achieving a rating of Very Well in providing opportunities for problem recognition.

It will be noted that at least five out of the ten texts have achieved top rating for nine of the seventeen problems, under this item of the criteria. These problems include a fair sampling of political, economic, and social areas, so it may be assumed that no one particular problem area has a monopoly of the provision of opportunities for problem recognition.

Problems	Number of Textbooks									
	1	2	3	4	5	6	7	8	9	10
Social Security	/	/	/	/	/	/	/	/	/	/
Governments: National, State, Local	/	/	/	/	/	/	/	/	/	/
Conservation	/	/	/	/	/	/	/	/	/	/
Taxation	/	/	/	/	/	/	/	/	/	/
Government Regulation	/	/	/	/	/	/	/	/	/	/
Standard of Living	/	/	/	/	/	/	/	/	/	/
Public Opinion	/	/	/	/	/	/	/	/	/	/
Labor Problems	/	/	/	/	/	/	/	/	/	/
International Relations	/	/	/	/	/	/	/	/	/	/
Farmer's Problems	/	/	/	/	/	/	/	/	/	/
Large-Scale Production	/	/	/	/	/	/	/	/	/	/
Community Problems	/	/	/	/	/	/	/	/	/	/
Political Parties	/	/	/	/	/	/	/	/	/	/
Immigration and Race Relations	/	/	/	/	/	/	/	/	/	/
Money and Banking	/	/	/	/	/	/	/	/	/	/
Fundamental Law of the Land	/	/	/	/	/	/	/	/	/	/
Law-Making	/	/	/	/	/	/	/	/	/	/

Figure 2. Comparison by the number of textbooks of the problems achieving a rating of Very Well in providing an impartial presentation of the objective data.

In the case of the second item of the criteria, shown in Figure 2, again eight was the largest number of texts to secure top rating, with Social Security (Problem III), Governments: National, State, and Local (Problem XVI), Conservation (Problem VI), Taxation (Problem XIII), and Government Regulation and

Ownership (Problem XI) in the lead in an impartial presentation of the objective data. Again Law-Making (Problem XII) is the field in which the fewest texts achieved excellence, this time sharing that position with The Fundamental Law of the Land (Problem I). The texts made a better showing in this item of the criteria, in that five or more of them have rated Very Well in fourteen of the seventeen problems. Again, these problems include samples of the different types of areas.

One may conclude, from a study of Figure 2, that a considerable number of texts are providing an impartial presentation of the objective data. This is an encouraging trend toward the training of unbiased future citizens.

Problems	Number of textbooks									
	1	2	3	4	5	6	7	8	9	10
Public Opinion	/	/	/	/	/	/	/	/	/	/
Social Security	/	/	/	/	/	/	/	/	/	/
Conservation	/	/	/	/	/	/	/	/	/	/
Standard of Living	/	/	/	/	/	/	/	/	/	/
Taxation	/	/	/	/	/	/	/	/	/	/
Political Parties	/	/	/	/	/	/	/	/	/	/
Governments: National, State, Local	/	/	/	/	/	/	/	/	/	/
Farmer's Problems	/	/	/	/	/	/	/	/	/	/
International Relations	/	/	/	/	/	/	/	/	/	/
Labor Problems	/	/	/	/	/	/	/	/	/	/
Government Regulation	/	/	/	/	/	/	/	/	/	/
Community Problems	/	/	/	/	/	/	/	/	/	/
Large-Scale Production	/	/	/	/	/	/	/	/	/	/
Fundamental Law of the Land	/	/	/	/	/	/	/	/	/	/
Immigration and Race Relations	/	/	/	/	/	/	/	/	/	/
Law-Making	/	/	/	/	/	/	/	/	/	/
Money and Banking	/	/	/	/	/	/	/	/	/	/

Figure 3. Comparison by the number of textbooks of the problems achieving a rating of Very Well in the extent to which they suggest solutions.

In the case of the third item of the criteria, shown in Figure 3, eight texts again were the largest number to achieve highest rating for any problem, in the suggestion of solutions. In this case it was Public Opinion (Problem XV) which was best developed by the largest number of texts, while Law-Making (Problem XII) and Money and Banking (Problem X) did not achieve top rating with any of the texts. This item of the criteria made a poorer showing than either of the two preceding items in that only four problem areas achieved excellence in five or more of the textbooks. Apparently many of the texts are weak in the suggestion of solutions, a point not to be wondered at considering the magnitude of some of the problem areas, and the fact that many of the problems have remained unsolved for generations.

Problems	Number of Textbooks									
	1	2	3	4	5	6	7	8	9	10
Social Security	/	/	/	/	/					
Standard of Living	/	/	/	/						
Conservation	/	/	/	/						
Public Opinion	/	/	/	/						
Labor Problems	/	/	/							
Taxation	/	/	/							
Governments: National, State, Local	/	/	/							
Political Parties	/	/	/							
Farmer's Problems	/	/								
Community Problems	/	/								
Immigration and Race Relations	/									
International Relations	/									
Large-Scale Production	/									
Government Regulation	/									
Fundamental Law of the Land										
Money and Banking										
Law-Making										

Figure 4. Comparison by the number of textbooks of the problems achieving a rating of Very Well in the extent to which they encourage the recognition of possible alternative solutions.

In the case of the fourth item of the criteria, shown in Figure 4, only five out of the ten texts rated Very Well in encouraging the recognition of possible alternative solutions, and then only in the case of one problem Social Security (Problem III). Three problems: Fundamental Law of the Land (Problem I), Money and Banking (Problem X), and Law-Making (Problem XII) were not rated at all in the top rank of this item of the criteria. Apparently few of the texts examined consider it an essential part of training in problem solving to provide the pupil with more than one point of view as to the question of a solution. This is a serious lack which should be remedied at once in the interests of providing pupils with a broad outlook on all problems.

Problems	Number of Textbooks									
	1	2	3	4	5	6	7	8	9	10
Social Security	/	/	/	/	/	/	/	/	/	/
Public Opinion	/	/	/	/	/	/	/	/	/	/
Conservation	/	/	/	/	/	/	/	/	/	/
Government Regulation	/	/	/	/	/	/	/	/	/	/
Community Problems	/	/	/	/	/	/	/	/	/	/
Taxation	/	/	/	/	/	/	/	/	/	/
Farmer's Problems	/	/	/	/	/	/	/	/	/	/
Labor Problems	/	/	/	/	/	/	/	/	/	/
Standard of Living	/	/	/	/	/	/	/	/	/	/
Fundamental Law of the Land	/	/	/	/	/	/	/	/	/	/
Governments: National, State, Local	/	/	/	/	/	/	/	/	/	/
Political Parties	/	/	/	/	/	/	/	/	/	/
Large-Scale Production	/	/	/	/	/	/	/	/	/	/
Immigration and Race Relations	/	/	/	/	/	/	/	/	/	/
International Relations	/	/	/	/	/	/	/	/	/	/
Money and Banking	/	/	/	/	/	/	/	/	/	/
Law-Making	/	/	/	/	/	/	/	/	/	/

Figure 5. Comparison by the number of textbooks of the problems achieving a rating of Very Well in the extent to which the wording used is clear and thought-provoking for the age group for which the book is intended.

In the case of the fifth item of the criteria, shown in Figure 5, nine of the ten texts have achieved top rating in three problems, in the extent to which they have used wording that is clear and thought-provoking for pupils of the age group for which the book is intended. These problems are: Social Security (Problem III), Public Opinion (Problem XV), and Conservation of Natural Resources (Problem VI). It is encouraging to note that at least half of the total number of texts rated high in all of the problems but two: Money and Banking (Problem X) and Law-Making (Problem XII), and these two problems were rated as Very Well in four of the texts. Appropriate wording for the age and maturity of the pupils is one of the most desirable qualities which any textbook can possess.

In the case of the sixth item of the criteria, shown in Figure 6, seven of the ten texts had top ranking in the problem of Social Security (Problem III) in the extent to which they have provided clear and illuminating illustrations. This particular item of the criteria would seem to be one in which any text could attain a high rank, hence it is difficult to account for the poor showing made in this case. Five or more of the ten texts have achieved top rating in only six of the problem areas, while in the case of three of the problems: Standard of Living (Problem IV), Fundamental Law of the Land (Problem I), and Law-Making (Problem XII) only one text rated

Very Well. Here again is a lack which calls for immediate action. Interesting and pertinent illustrations are of invaluable assistance in motivating learning, and the writers of textbooks in Problems of Democracy should capitalize upon a source of interest which is readily available.

Problems	Number of Textbooks									
	1	2	3	4	5	6	7	8	9	10
Social Security	/	/	/	/	/	/	/	/	/	/
Large-Scale Production	/	/	/	/	/	/	/	/	/	/
Conservation	/	/	/	/	/	/	/	/	/	/
Labor Problems	/	/	/	/	/	/	/	/	/	/
Community Problems	/	/	/	/	/	/	/	/	/	/
Governments: National, State, Local	/	/	/	/	/	/	/	/	/	/
Public Opinion	/	/	/	/	/	/	/	/	/	/
Money and Banking	/	/	/	/	/	/	/	/	/	/
Farmer's Problems	/	/	/	/	/	/	/	/	/	/
Taxation	/	/	/	/	/	/	/	/	/	/
International Relations	/	/	/	/	/	/	/	/	/	/
Government Regulation	/	/	/	/	/	/	/	/	/	/
Immigration and Race Relations	/	/	/	/	/	/	/	/	/	/
Political Parties	/	/	/	/	/	/	/	/	/	/
Standard of Living	/	/	/	/	/	/	/	/	/	/
Fundamental Law of the Land	/	/	/	/	/	/	/	/	/	/
Law-Making	/	/	/	/	/	/	/	/	/	/

Figure 6. Comparison by the number of textbooks of the problems achieving a rating of Very Well in the extent to which their illustrations are clear and illuminating.

In the case of the seventh item of the criteria, shown in Figure 7, only five out of the ten texts head the list in providing clear and illuminating maps, charts, and figures, and in only two of the problem areas: Labor Problems (Problem VIII) and Conservation of Natural Resources (Problem VI). Law-Making (Problem XII) and Immigration and Race Relations (Problem V) bring up the end with no texts having achieved excellence in

this area. This is a sorry showing, considering the large number of excellent up-to-date maps that are available, to say nothing of the statistical data that is interesting and easy to read in the form of Pictographs. As in the case of the illustrations in a textbook, the maps, charts, and figures serve as a motivating force toward a clearer understanding of the text, and hence toward better learning. The texts cannot afford to miss this opportunity to improve upon what they have to offer the pupils.

Problems	Number of Textbooks									
	1	2	3	4	5	6	7	8	9	10
Labor Problems	/	/	/	/	/					
Conservation	/	/	/	/	/					
Social Security	/	/	/	/						
Governments: National, State, Local	/	/	/	/						
Taxation	/	/	/	/						
Large-Scale Production	/	/	/							
Money and Banking	/	/	/							
Community Problems	/	/	/							
International Relations	/	/	/							
Government Regulation	/	/								
Standard of Living	/	/								
Public Opinion	/	/								
Farmer's Problems	/	/								
Fundamental Law of the Land	/									
Political Parties	/									
Law-Making										
Immigration and Race Relations										

Figure 7. Comparison by the number of textbooks of the problems achieving a rating of Very Well in the extent to which their maps, charts, and figures are clear and illuminating.

In the case of the eighth item of the criteria, shown in Figure 8, only five out of the ten texts have achieved highest

rating, and that in only one of the problem areas: Social Security Problems (Problem III), in the extent to which they have provided for collateral readings. In the case of Law-Making (Problem XII) none of the texts have achieved excellence. This is a field in which the texts should make available to the student as many different sources of information as are to be found in books, periodicals, and pamphlets of all varieties. The readings should be arranged in order of difficulty to provide for individual differences among the pupils. Certain of the texts examined were found to have been very adequate in this respect, but others were mediocre to a degree.

Problems	Number of Textbooks									
	1	2	3	4	5	6	7	8	9	10
Social Security	/	/	/	/	/					
Public Opinion	/	/	/	/						
Conservation	/	/	/	/						
International Relations	/	/	/	/						
Large-Scale Production	/	/	/	/						
Taxation	/	/	/							
Immigration and Race Relations	/	/	/							
Labor Problems	/	/	/							
Governments: National, State, Local	/	/	/							
Government Regulation	/	/	/							
Standard of Living	/	/	/							
Money and Banking	/	/								
Farmer's Problems	/	/								
Political Parties	/									
Community Problems	/									
Fundamental Law of the Land	/									
Law-Making										

Figure 8. Comparison by the number of textbooks of the problems achieving a rating of Very Well in the extent to which they encourage the use of collateral readings.

In the case of the ninth item of the criteria, shown in Figure 12, only four out of the ten texts achieved top rating in the extent to which they have stimulated activities other than reading, in four problem areas: Social Security Problems (Problem III), Public Opinion (Problem XV), Taxation (Problem XIII), and Labor Problems (Problem VIII). None of the texts achieved excellence in the problems of Political Parties (Problem XIV) and Law-Making (Problem XII) in this item of the criteria. This situation is hard to account for, in this day and age, when the emphasis is so strong upon pupil participation in a number of activities other than reading. Some of the texts have done remarkably well in providing a list of many different types of student activities in connection with the work of each chapter, but too many texts are satisfied to include only a list of thought-provoking questions, good in themselves, but far from sufficient.

In an over-all view of the relative rating of these problems by number of textbooks in connection with each of the items of the criteria, several observations can be made.

In the first place, certain of the problems seem to have been best developed by the largest number of textbooks in more of the criteria than have other problems. The following list will serve to illustrate this:

Problems Achieving Top Rating in Largest Number of Texts	Frequency of Appearance in the Nine Criteria
Social Security	7
Public Opinion	3
Conservation	3
Taxation	2
Labor Problems	2
Governments: National, State, and Local	1
Government Regulation	1

Figure 9. Comparison of certain of the problems as to frequency of appearance with a rating Very Well in the largest number of textbooks.

From the frequency of appearance of the problem Social Security (Problem III) in the highest rank and in the largest number of textbooks, in the criteria, one may conclude that this problem area is by far the best developed by the textbooks. Apparently this is an area which affords the greatest variety of material from which the texts may draw information regarding the various phases of the topic, i.e. poverty, crime, the handicapped, health, education, and the use of leisure time. Social Security appears in second place in one of the remaining items of the criteria (Figure 3), and in third place in the second remaining item (Figure 7).

At the other end of the scale, it is equally interesting to note which problems most frequently appear with top rating in the fewest number of textbooks. These are indicated in the following list:

Problems Achieving Top Rating
in the Fewest Texts

Frequency of Appearance
in the nine Criteria

Fundamental Law of the Land
Law-Making
Money and Banking
Political Parties
Immigration and Race Relations
Large-Scale Production
Standard of Living
International Relations
Government Regulation

7
3
2
2
2
2
1
1
1

Figure 10. Comparison of certain of the problems as to frequency of appearance with a rating Very Well in the fewest textbooks.

It is a strange commentary that a topic such as The Fundamental Law of the Land (Problem I) centered about such a vitally important area as the Constitution of the United States should achieve highest rating in so few of the textbooks in connection with the criteria. In only one item of the criteria (Figure 5) is this problem rated Very Well in more textbooks than the minimum number for that item of the criteria. In the case of one item of the criteria, as will be seen in the following list, this problem, is not rated in the highest rank by any of the textbooks.

Problems Achieving Top Rating
in None of the Texts

Frequency of Appearance
in the Nine Criteria

Law-Making
Money and Banking
Fundamental Law of the Land
Political Parties
Immigration and Race Relations

6
2
1
1
1

Figure 11. Comparison of certain of the problems as to

frequency of appearance with a rating Very Well in none of the textbooks.

It is significant that the topic Law-Making (Problem XII) appears so frequently at the bottom of the list of problems achieving top rating by number of textbooks. Either the authors of textbooks in Problems of Democracy do not feel that this is an important enough topic to merit attention in comparison with some of the more widely publicized problems, or they may feel that it is so interwoven with certain other problems that there is no need to give it separate treatment. In any case it appears to be the least well developed of the problem areas judging by the frequency of its appearance in the highest rank by number of texts.

Problems	Number of Textbooks									
	1	2	3	4	5	6	7	8	9	10
Social Security	/	/	/	/						
Public Opinion	/	/	/	/						
Taxation	/	/	/	/						
Labor Problems	/	/	/	/						
Immigration and Race Relations	/	/	/							
Money and Banking	/	/	/							
Large-Scale Production	/	/	/							
Community Problems	/	/	/							
Conservation	/	/	/							
Standard of Living	/	/	/							
Governments: National, State, Local	/	/	/							
Farmer's Problems	/	/								
International Relations	/	/								
Government Regulation	/	/								
Fundamental Law of the Land	/									
Political Parties										
Law-Making										

Figure 12. Comparison by the number of textbooks of the problems achieving a rating of Very Well in the extent to

which they stimulate activities other than reading.

One particular problem which was felt to be of vital importance in the training of unbiased, intelligent future citizens was that of Immigration and Race Relations (Problem V), and yet two of the textbooks examined ignored it entirely, and it does not appear anywhere near the head of the list of problems in Figures 1-8, or in Figure 12. Under the first item of the criteria, Figure 1, it achieved top rating in the opportunities provided for problem recognition in only three of the ten textbooks. In the second item of the criteria, Figure 2, it achieved top rating in impartial presentation of the objective data in five of the ten textbooks. In the third item of the criteria, Figure 3, it achieved top rating in the extent to which it suggested solutions in only one of the textbooks examined, a significant commentary in itself. In the fourth item of the criteria, Figure 4, it achieved top rating in the extent to which it recognized possible alternative solutions in only one of the textbooks, the same text, incidentally, as the one mentioned in Figure 3. In the fifth item of the criteria, Figure 5, it achieved top rating in five of the ten textbooks, in the clearness of the wording used. In the sixth item of the criteria, Figure 6, it achieved top rating in two of the textbooks in the extent to which its illustrations were clear and illuminating. In the seventh item of the criteria, Figure 7, it achieved top rating in possessing clear and illuminating illustrations in none of the textbooks. In the eighth

item of the criteria, Figure 8, it achieved top rating in three of the textbooks in its encouragement of collateral readings. Finally, in the ninth item of the criteria, Figure 12, it achieved top rating in three of the textbooks in the extent to which it stimulated activities other than reading.

It would seem apparent, from these data, that the topic Immigration and Race Relations is one which the textbooks prefer to either pass over lightly or else skip entirely, due to its controversial implications. That is unfortunate in the light of training for intelligent citizenship, for where else if not in the schools, and more particularly in the Problems of Democracy class, will the pupils be able to view all sides of the racial issues in an atmosphere removed from unreasoning prejudice? This problem above all others calls for a better treatment by the textbooks in Problems of Democracy.

Individual textbook ratings.-- The first textbook to be examined was Today's Problems, by R. O. Hughes, Allyn and Bacon Publishers, 1943, xiii - 801 pages. Referring to the Master Sheet, it will be seen that the problem which rated the highest for this text was that of Social Security (Problem III) which achieved six of the items of the criteria under the rating Very Well. Standard of Living (Problem IV) was next with five points of top rating. Both of these problems were uniformly well developed as to provisions for problem recognition, impartial presentation of the objective data, and extent of

suggested solutions. These were considered to be the most important items of the criteria since they form the core of the purpose for which textbooks in Problems of Democracy are written.

None of the other problems developed by this text achieved a majority of items in the highest-ranking column, but a considerable number achieved a rating of Good in a majority of the criteria items. These include: The Fundamental Law of the Land (Problem I), Community Problems (Problem II), Problems of Labor (Problem VIII), Money and Banking (Problem X), Political Parties (Problem XIV), Governments: National, State, and Local (Problem XVI) and International Relations (Problem XVII).

Only one of the problems, Law-Making (Problem XII), rated a majority of the criteria as only Acceptable, although Immigration and Race Relations (Problem V), Government Regulation and Ownership (Problem XI), and Taxation (Problem XIII) had four items in this column.

None of the problems in this text showed a majority of ratings in the two lowest-ranking columns. Large-Scale Production (Problem IX) has the largest number with three in the Not Quite Acceptable rank.

In this text, as in certain of the others, the problems have been grouped as Political, Social, and Economic. The transition between the Social Problems and the Economic Problems is made by means of a chapter entitled "Society's Gains and Lags" which is in the nature of a summary of what has been accomplished

in this country along such lines, as well as what remains to be accomplished. In this chapter, also, are set forth the steps to be followed in the process of scientific thinking, with suggestions as to how these steps may be applied to the attempted solution of personal or national problems.

The Prologue of this text contains advice to the pupil to strive to be co-operative, intelligent, and intent upon the general good rather than upon selfish aims in his problem solving. Suggested activities at the end of the Prologue include: (1) drawing up a code to be used in discussing questions in class or wherever there might be a difference of opinion, and (2) making a list of values which should result from the study of the topics in the text.

At the end of the Epilogue, the pupil is instructed to go back to the suggestions listed at the end of the Prologue and make a comparison between the way he handled those subjects then, and the way he would handle them now, the inference being that his study of the problems in the text should have influenced his point of view in the direction of a more scientific method of problem solving.

This text does not seem to manifest any outstanding weakness in the development of any of the problems in the light of the criteria, except, perhaps, in devoting 134 pages to one problem, Social Security (Problem III), and only nine pages to another, Conservation of Natural Resources (Problem VI).

Considering, however, the number of sub-topics listed under the topic of Social Security, e.g. poverty, crime, the handicapped, health, education, and the use of leisure time, the discrepancy is a natural one.

The second textbook to be examined was American Government by Frank Abbott Magruder, Allyn and Bacon, Publishers, 1944, iii - 708 pages. Referring to the Master Sheet, it will be seen that the problem which rated the highest for this text is that of Conservation of Natural Resources (Problem VI), but which has achieved only two of the items of the criteria under the rating Very Well. These items concern the extent to which solutions were suggested, and the provision of clear, illuminating maps, charts, and figures. Apparently opportunities for problem recognition and the recognition of possible alternative solutions are not very well provided for in this text judging by the fact that neither item has achieved top rating in any of the problems.

Four of the problems of this text achieved a rating of Good in a majority of the criteria items, with Political Parties (Problem XIV) and International Relations (Problem XVII) having achieved it in six of the items, and Community Problems (Problem II) and Law-Making (Problem XII) having achieved it in five of the items.

Two of the problems rated a majority of the criteria as only Acceptable. These were: Social Security Problems (Prob-

lem III) and Governments: National, State, and Local (Problem XVI). This is an odd circumstance, since it is at variance with the high rating achieved by a large majority of the texts in the Social Security area, and since this particular text is presumed to emphasize the various phases of government. The explanation may lie in the fact that the real emphasis, in this text, is not upon the presentation and development of problems as such, but rather upon the presentation of considerable factual detail concerning each phase of government. When problems occur, their treatment is perfunctory, as can be seen from the lack of top ratings achieved for the important items of problem recognition and provisions for problem solution.

Only one problem, Taxation (Problem XIII), had a majority of the criteria in the Not Quite Acceptable column, and none of the problems had a majority in the lowest-ranking column.

A point of some significance to be noted is that in the case of five of the problems, this text provides nothing in the way of alternative solutions, while in the case of the problem Public Opinion (Problem XV), four items of the criteria are entirely left out. In the case of the problem Immigration and Race Relations (Problem V), both the item on the suggestion of solutions and the item on the recognition of possible alternative solutions are omitted, while the item on the provision of opportunities for problem recognition rated Not Acceptable.

Enough has been cited to show that, although the subtitle of this text is "A Consideration of the Problems of Democracy", very little attention is given to the recognition or the methods of solution of such problems.

The third textbook to be examined was The Challenge of Democracy, by Theodore P. Blaich, Joseph C. Baumgartner, and Richard J. Stanley, Harper and Brothers, Publishers, 1942, xiv - 593 pages. Referring to the Master Sheet, it will be seen that the problem which rated the highest for this text was that of Conservation of Natural Resources (Problem VI) which achieved all of the nine items of the criteria under the rating Very Well. This record achievement is closely followed by the problems: Community Problems (Problem II), Taxation (Problem XIII), Public Opinion (Problem XV), and Governments: National, State, and Local (Problem XVI), all of which achieved seven items of the criteria in the highest column. Three of the problems: Social Security (Problem III), Standard of Living (Problem IV), and Immigration and Race Relations (Problem V) achieved excellence in six of the items. Three of the problems: Labor Problems (Problem VIII), Government Regulation and Ownership (Problem XI), and International Relations (Problem XVII) achieved highest rating in five of the items of the criteria. One problem, Large-Scale Production (Problem IX), achieved top rating in four of the items, and two problems, Fundamental Law of the Land (Problem I) and

the Farmer's Problems (Problem VII) achieved top rating in three of the items. Three of the problem areas were not developed by this text, but the record showing of fourteen problems places this textbook in a most desirable light.

In the case of only five of the problems did any item of the criteria rate even as low as Acceptable, and these items were concerned mainly with the less important phases of the criteria. None of the problems developed by this text rated any of the criteria in the two lowest columns of the rating scale.

Problem recognition, the suggestion of solutions, and the recognition of possible alternative solutions are well developed by this text, judging from the data on the Master Sheet. The background of each problem is impartially presented, the wording is easily understood, and the illustrations are excellent although there are not as many pictures, charts, and graphs as would seem desirable. Oddly enough, no maps are included.

At the end of each chapter, there is a list of direct questions entitled "Information Please". Next, there is a list of thought-provoking questions entitled "Can You Think?" Then there is a list of suggested activities, including special reports, debates, panel discussions, surveys, evaluations, interviews, and so forth, entitled "We Learn By Doing". Last, there is a list of suggested readings under topical headings

entitled "We Read From Other Books". A list of films and recordings is also included.

In the introduction to the final chapter of this text, the student is faced with the challenge that democracy is in peril, and is asked what he is going to do about it. The chapter suggests that the student balance the rights which he expects, such as: freedom of religion, speech, education, the right to vote, and so forth, with the duties that he is willing to assume, such as: the obligation to allow others to worship as they please, to keep free from religious prejudice, to be temperate and fair in speech and to allow those who disagree with him the right to be heard, to vote intelligently, and to accede to the will of the majority.

The fourth textbook to be examined was Our Democracy, by L. J. O'Rourke, D.C. Heath and Company, Publishers, 1942, xii - 711 pages. Referring to the Master Sheet, it will be seen that two problems, Community Problems (Problem II) and Social Security Problems (Problem III) rated Very Well in the case of seven of the criteria. The Farmer's Problems (Problem VII), Labor Problems (Problem VIII), and Political Parties (Problem XIV) came next with six items of the criteria in the top rank. Conservation of Natural Resources (Problem VI) rated five items in the highest rank. Four problems: Large-Scale Production (Problem IX), Money and Banking (Problem X), Public Opinion (Problem XV), and International Relations

(Problem XVII) achieved four of the criteria in the top rank. Although these are fewer than a majority of the nine criteria, mention is made of them because, in each case, the items which achieved top rating included the provision of opportunities for problem recognition, and in the case of Public Opinion (Problem XV), solutions were suggested, as well.

In spite of this excellent record, this text did not achieve top rating in any of the criteria for the topic on Immigration and Race Relations (Problem V). The first part of this problem is dealt with adequately in the text, but very little is said on the subject of race relations beyond the admission that the Negro is often discriminated against socially, educationally, and politically, although in the last-mentioned category the word "Negro" is avoided.

In the foreword of this text, there is a list of 82 statements expressing differing points of view about the problems to be dealt with in the text. These statements deal with social, political, and economic questions. They are sometimes controversial, and always thought-provoking. Certain of these statements are repeated at the beginning of each chapter and the student is asked to consider them and to record his opinions regarding each of the statements at the outset of the term, later in mid-term, and at the end of the term. A committee of the class is to tabulate all of the responses to each statement, and the entire class is to discuss these

opinions and the changes which may take place as the year progresses. The suggestion is advanced that, at the end of the course, the class might present an assembly program dramatizing what has been learned during the year as to new ideas for problem solving.

In the first chapter of the text, entitled "Problems of Today", there is a description of the various political, economic, and social problems which face the United States today. The text emphasizes that really satisfactory solutions can be arrived at only by democratic means, and cautions the reader that there is no one solution to a social problem that can be applied at all times and in all places.

This text devotes one entire section, a so-called unit, to the "Problems of the Individual". In the ensuing chapters of this section, personality defects are recognized and suggestions are made for overcoming them; the problem of earning a living is discussed, illustrated by a chart showing the general trends in the specific occupational fields, together with the training necessary for each; a list of questions is given to be used by the student in analyzing his own interests and abilities with respect to any occupation; suggestions are given as to conduct and appearance when applying for a job; and finally, suggestions are given as to how the student can maintain an active interest in and a knowledge of the problems of his community, state, and nation. Emphasis is

placed upon the ability of the student who has taken this course to understand the nature of the problems which must be solved by democratic means.

The fifth textbook to be examined was Problems in American Democracy, by S. Howard Patterson, A. W. Selwyn Little, and Henry Reid Burch, The MacMillan Company, Publishers, 1941, xi - 814 pages. Referring to the Master Sheet, it will be seen that four problems: Social Security Problems (Problem III), Standard of Living (Problem IV), Conservation of Natural Resources (Problem VI), and Farmer's Problems (Problem VII) have achieved top rank in seven of the criteria. Two problems: Labor Problems (Problem VIII) and Government Regulation and Ownership (Problem XI) achieved top rating in six of the items. Two of the problems: Money and Banking (Problem X) and Governments: National, State, and Local (Problem XVI) achieved a majority of the items with five apiece..

In the case of the four above-mentioned problems achieving seven items in the top rank, one of the remaining items in which each rated Good was that of provision for clear and illuminating illustrations, and the other remaining item, that of provision for maps, charts, and figures was completely omitted. This text was found to be deficient in illustrative material of all kinds. Often there would be but one or two pictures to a chapter, and no charts or graphs.

At the beginning of each chapter there is a list of objectives, not necessarily presented as problems, although they may include problems. The first chapter contains a general explanation of the nature and origin of our social problems, and suggests methods of solution through either prevention or amelioration.

At the end of each chapter there is a list of collateral readings, arranged for general and advanced reading. the suggested activities, consisting of projects, discussion groups, excursions, debates, cartoons, scrapbooks, and exhibits of all kinds, are sufficiently varied to appeal to all kinds of students.

The treatment of problems by this text is impartial, throughout, but problem recognition is not consistent, and not always located at the beginning of a chapter.

The sixth textbook to be examined was Our Democracy, by Edwin C. Broome and Edwin W. Adams, The MacMillan Company, Publishers, 1940, x - 466 pages. Referring to the Master Sheet, it will be seen that two of the problems: Social Security Problems (Problem III) and Governments: National, State, and Local (Problem XVI) have rated Very Well in six of the items of the criteria. Only one other problem, Conservation of Natural Resources (Problem VI), rated a majority of the criteria in the top rank, although the Farmer's Problems (Problem VII) which achieved only four of the nine items of

the criteria in the highest group was excellent in its provision for problem recognition and problem solution.

Labor Problems (Problem VIII) is the least well developed of all the problems by this text, not having achieved top rating in any of the criteria.

As this text is intended for pupils between the ages of twelve and fifteen, the wording is simpler than that used in some of the other texts which were analyzed, and, in general, many of the more complex aspects of the problems are either omitted or else noted only in a sentence. These omissions tend to influence ones judgment that the text is not thorough enough in dealing with such vital problems as public opinion, international relations, race relations, labor difficulties, and so forth. It goes to the other extreme in discussing, in great detail, all types and varieties of laws and legal terms which hardly seem necessary to the enlightenment of the age group for which the book is intended.

The word "problem" is not emphasized to any extent in the text, and only occasionally is it included in a paragraph heading. Some difficulty was encountered in extricating the problem from the explanatory material which surrounded it. There is no mention made at the beginning of each chapter as to what to look for in order to recognize a problem as such.

The suggested activities, at the end of each chapter,

vary in value. There are some very good, yet simple, problems for discussion included. The list of collateral readings is too brief, frequently only one or two being mentioned, although well chosen.

The Constitution of the United States is frequently quoted throughout the chapters. This text is at its best in its presentation of the problem of social security where problems are recognized and solutions are suggested.

The seventh textbook to be examined was Exploring Your Community, by Mary Pieters Keohane and Robert E. Keohane, Harcourt, Brace, and Company, Publishers, 1941, xiv - 529 pages. Referring to the Master Sheet, it will be seen that four of the problems have achieved top rating in eight of the items of the criteria. These are: Community Problems (Problem II), Social Security Problems (Problem III), Taxation (Problem XIII), and Governments: National, State, and Local (Problem XVI). Three of the problems: Standard of Living (Problem IV), Large-Scale Production (Problem IX), and Public Opinion (Problem XV) achieved a top rank in six items of the criteria. Three problems: Labor Problems (Problem VIII), Money and Banking (Problem X), and Political Parties (Problem XIV) rated Very Well in five of the nine items of the criteria. Thus ten of the fourteen problem areas have received excellent treatment as to problem recognition and solution.

The Farmer's Problems (Problem VII) seems to be the problem

the least well developed by this text, since it achieved only one item of the criteria, that of appropriate wording for the age group for which the book is intended , in the highest rank, and since it is the only problem in this text to have received a rating in the Not Acceptable rank. In explanation, it may be said that this problem area is not given separate treatment in the text, but is included in portions of several chapters dealing with industry.

This text, as indicated by the title, is primarily interested in problems arising in the pupils' own community, and the list of suggested activities at the end of each chapter is based upon ways of exploring the community. At the conclusion of each unit studied, the class is instructed in how to write a chapter for a class book on the problems which they, as a class, have discovered while investigating their own community, as they have been studying the particular problems of that unit. Usually this also includes the preparation of an exhibit to illustrate what has been discovered in these community explorations. As the units are also closely related to the problem of earning a living, the readings at the end of each unit include opportunities for exploring different vocations. A number of suggested readings for the use of the teacher are also given.

Each chapter begins with a brief general presentation of the problem, which is followed by a list of the specific

problems to be discussed in that chapter. The illustrations are plentiful. Four pages, entirely of pictures dealing with the subject to be discussed, are placed at the beginning of each unit. The text makes full use of maps, diagrams, charts, and tables.

The treatment of the problem, The Community, is an interesting one. Five communities, representing (1) a medium-sized industrial city, (2) an agricultural village, (3) a large metropolis, (4) a mining community, and (5) an inland-lake vacation center which is also an industrial town, are described as to past growth and present status. Problems arising in communities of these types are then described and the pupils can compare the problems of their own community with those common to other communities of the same type.

The eighth textbook to be examined was Everyday Problems of American Democracy, by John T. Greenan and Albert B. Meredith, Houghton, Mifflin Company, Publishers, 1940, xxxii - 570 pages. Referring to the Master Sheet, it will be seen that three of the problems developed by this text: Conservation of Natural Resources (Problem VI), Labor Problems (Problem VIII), and Public Opinion (Problem XV) have achieved top rating in all of the nine items of the criteria. This is a record showing which is not excelled by any of the other textbooks. In addition, two of the other problems of this text achieved highest rank in eight of the criteria. These were: Social Security

Problems (Problem III), and Taxation (Problem XIII). Five problems: Standard of Living (Problem IV), Immigration and Race Relations (Problem V), Farmer's Problems (Problem VII), Governments: National, State, and Local (Problem XVI), and International Relations (Problem XVII) achieved top rating in seven of the criteria. Three of the problems achieved highest rank in six of the criteria items. They were: Large-Scale Production (Problem IX), Government Regulation and Ownership (Problem XI), and Political Parties (Problem XIV). Thus thirteen of the sixteen topics developed by this text achieved well over a majority of the criteria in the highest rank.

In contrast, the problem Money and Banking (Problem X) has achieved no rating higher than Good, and three ratings in the Not Quite Acceptable column. In addition, there was no recognition of alternative solutions and there were no illustrations, maps, charts, or figures. The explanation lies in the fact that this topic is not given separate treatment but is only briefly mentioned in a chapter on the problems of the consumer, and then no mention is made of the problems of banking.

This text includes, at the beginning, a chapter devoted to the various teaching methods which might be used in presenting the material of this book, and outlines are given for these methods for the convenience of the teacher.

The plan of arrangement of each chapter is as follows: first, a brief introductory statement, followed by a group of pictures or cartoons illustrating the topic (no pictures are distributed throughout the rest of the chapter); then, the chapter starts with several thought-provoking questions which will be developed in the chapter; next, a description of the field of the topic, and its ramifications; then follows a statement of the problem with the arguments for and against, usually in considerable detail; last, there is a brief summary of the arguments, and the reader is asked to determine which solution of the problem he favors, and why. Only one part of any problem area is developed in any chapter, but it is usually an important aspect of the problem, and there is opportunity for many solutions to be presented in the course of the argument.

There is a comprehensive list of readings, arranged topically, at the end of each chapter. The activities listed include: investigations of conditions pertaining to the topic, special reports, topics for debates, dramatizations, posters, graphs, and so forth. The appendix contains a list of sources as to where to obtain certain laboratory materials.

Two topics not included in those selected for this investigation are included in this text. One deals with the problem of whether we shall grant self-government to all our foreign possessions, stressing the need for a permanent

colonial policy on the part of the United States. The other problem deals with the development of character and personality.

The ninth textbook to be examined was Civics in American Life, by James B. Edmonson and Arthur Dondineau, The MacMillan Company, Publishers, 1941, xiii - 702 pages. Referring to the Master Sheet, it will be seen that only two of the problems achieved a majority of the items of the criteria in the highest rank. Of these, Public Opinion (Problem XV) achieved top rating in only six of the criteria, and International Relations (Problem XVII) in only five. With the exception of these two problems, none of the others seem to be very well provided with opportunities for either problem recognition or problem solution, judging from the evidence on the Master Sheet.

The introductory chapter explains the value of a course in civic problems. Citizenship training is seen as a major goal of education, and the school as the laboratory where it can be put into practice. In each chapter are found several "problems" which are really activities, e.g. in the chapter dealing with the Constitution, the "problem" is to secure a general view of the important provisions of our Constitution, and the student is given a list of questions with directions to look up the answers in the Constitution itself.

The illustrations are many, large, and excellent. What

charts and diagrams are used are good, The list of collateral readings for each topic tends to be too meager, sometimes none being given. The questions are of the type which can be answered objectively.

One entire unit of this text is devoted to preparing the pupil to meet future vocational obligations. Advice is given as to selection of a field of preparation depending upon ones qualifications for the occupation selected, the occupations available in the various trades and professions, and the amount and type of training needed in each field. The importance of finding satisfaction in ones work is emphasized.

The tenth textbook to be examined was Problems of American Democracy, by Horace Kidger, Ginn and Company, Publishers, 1940, x - 546 pages. Referring to the Master Sheet, it will be seen that six problems have achieved top rating in seven of the items of the criteria. These are: Social Security Problems (Problem III), Conservation of Natural Resources (Problem VI), Labor Problems (Problem VIII), Taxation (Problem XIII), Public Opinion (Problem XV), and International Relations (Problem XVII). One problem, Large-Scale Production (Problem IX) achieved top rank in six items of the criteria, and two problems: Money and Banking (Problem X) and Government Regulation and Ownership (Problem XI) achieved highest rating in five of the items.

The following problems were not treated as separate topics in this text: The Fundamental Law of the Land (Problem I), Community Problems (Problem II), Standard of Living (Problem IV), Immigration and Race Relations (Problem V), Law-Making (Problem XII), Political Parties (Problem XIV), and Governments: National, State, and Local (Problem XVI). Of all the problems developed by this text, only one, The Farmer's Problems (Problem VII), failed to achieve a majority of the items of the criteria in the top rating. This may be due, in part, to the fact that various problems concerning the farmer are included in several different chapters in connection with co-operatives, technological trends, and conservation.

Three problem areas not included in the list selected for this investigation were developed by this text. They include a discussion of consumer economics and the co-operative movement, a study of the factors leading to success in future vocations, and a discussion of democracy as both a way of life and a form of government. All three topics rate high in providing opportunities for problem recognition, and in general, rate equally well in the suggestion of solutions.

At the beginning of each chapter, there is a statement of the phases of that particular problem which is to be discussed in the chapter. These problems are sometimes controversial and in need of solution, and sometimes theoretical and hence not so pressing. In general, the text is thorough

and impartial in its presentation of facts and points of view. Wherever possible, it suggests solutions, but in no case does it attempt to settle the issue arbitrarily. There is considerable emphasis upon statistical detail.

The activities suggested are mainly of the community-research type. the collateral readings contain a list for the student and also one for the teacher. There are a great many pictures, charts, maps, and pictographs.

Summary of the findings.--- Of the seventeen problems selected for examination in the textbooks which were analyzed, that of Social Security (Problem III on the Master Sheet) achieved highest rating for more items of the criteria, in the light of the evidence on the Master Sheet.

Conversely, the problem Law-Making (Problem XII on the Master Sheet) achieved highest rating in fewest of the ten textbooks for each of the nine criteria, in the light of the evidence on the Master Sheet.

In general, the texts tended to avoid the controversial aspects of certain problems, such as racial or religious issues. Problems arising from differences in religious beliefs were not treated in any of the textbooks examined, although the value of religion in the life of the future citizen was stressed in several.

Of the nine criteria, Number V.-- To what extent is the wording used in the presentation of the problem clear and

thought-provoking for pupils of the age group for which the book is intended?-- achieved highest rating in the largest number of textbooks, nine. However, three items of the criteria: Number I.-- To what extent does the text provide opportunities for problem recognition?, Number II.-- To what extent does the text provide an impartial presentation of the objective data?, and Number III.-- To what extent does the text itself suggest solutions?-- achieved highest rating in the next largest number of textbooks, eight.

Conversely, that item of the criteria which achieved highest rating in the fewest of the ten textbooks, four, was Number IX.-- To what extent does the text stimulate activities other than reading?.

Of the ten textbooks examined, the one which achieved the greatest number of ratings in the highest-ranking column for all of its problems, in the light of the evidence on the Master Sheet, was Everyday Problems in American Democracy, by John T. Greenan and Albert B. Meredith, Houghton, Mifflin Company, Publishers, 1940, xxxii - 570 pages, with 101 ratings of Very Well.

Conversely, the textbook which achieved fewest ratings in the highest-ranking column for all of its problems, in the light of the evidence on the Master Sheet, was American Government, by Frank Abbott Magruder, Allyn and Bacon, Publishers, 1944, iii - 708 pages, with four ratings of Very Well.

CHAPTER IV

EDUCATIONAL IMPLICATIONS OF THE ANALYSIS

Recommendations

Inadequacy of present textbooks.-- In the light of the evidence produced by the present study, it is apparent that no one of the sampling of textbooks in Problems of Democracy which were examined is entirely adequate to fill the present need.

Many of the textbooks which rated Very Well in some of the problems did not rate high in others, or, in some cases, neglected some problem areas entirely. Even the textbook which achieved the greatest number of high ratings omitted one problem and was weak in at least two others.

The need for a well-planned textbook.-- The need for a well-planned textbook in Problems of Democracy which will combine the good points of the texts examined and have none of their weaknesses, is evident. Such a text should be planned from the point of view of showing the pupil how to recognize a problem, and how to approach it with a view to solving it, if possible. Controversial questions should be faced, not avoided, and their treatment should be frank and unbiased. The illustrations, maps, charts, and so forth, should be the best that are available, and should be plentiful. The

collateral readings should be interesting as well as informative, and should be graded as to difficulty to provide for individual differences among pupils. The activities should be the sort that will catch the interest of even the dull pupils, and should be organized according to difficulty. Obviously, the wording used in this text should be appropriate for the age group for which the book is intended.

Such a textbook would develop all of its problem areas equally well, neglecting none, in order that the pupils who use it should receive a broad and well-rounded training in the approach to all of the major problem areas. In this way the pupil will be taught to recognize sources of present and possibly future friction in social, economic, and political areas, and being forewarned, will be better prepared to deal with any such problems when they arise.

The multiple-textbook plan.-- In the absence of an ideal textbook such as the one previously described, the next best choice is to make use of as many different texts as are available for the Problems of Democracy course, so that the pupils will receive the broader training which results from contact with more than one point of view. Only the problems that are best developed in these texts should be indicated for study. Obviously it will not be possible, in most cases, for each pupil to possess a copy of several different texts, but the school library or the classroom library should have

more than one copy of each of the texts in question, for reference.

Conclusion.--- The need for better training in citizenship is a very present one which cannot be postponed until there are improved materials with which to work. It is the duty of the teacher to make the best use possible of what is now available so that the coming generation of citizens will be well prepared to meet the problems which will face them.

Inscribed on one of the walls of the Public Library in Boston, Massachusetts is this challenging statement: " The Commonwealth Requires the Education of the People as the Safeguard of Order and Liberty." Only through training for citizenship in the schools of today can this ideal be accomplished.

APPENDIX

The Criteria

- I. To what extent does the text provide opportunities for problem recognition?
- II. To what extent does the text provide an impartial presentation of the objective data?
- III. To what extent does the text itself suggest solutions?
- IV. To what extent does the text encourage the recognition of possible alternative solutions?
- V. To what extent is the wording used in the presentation of the problem clear and thought-provoking for pupils of the age group for which the book is intended?
- VI. To what extent are the illustrations clear and illuminating?
- VII. To what extent are the maps, charts, and figures clear and illuminating?
- VIII. To what extent does the text encourage the use of collateral readings?
- IX. To what extent does the text stimulate activities other than reading?

The Problems

- I. The Fundamental Law of the Land
- II. Community Problems: Urban and Rural
- III. Social Security Problems: Poverty, Crime, The Handicapped, Health, Education, Use of Leisure Time
- IV. The Standard of Living
- V. Immigration and Race Relations
- VI. Conservation of Natural Resources
- VII. Problems of the Farmer
- VIII. Problems of Labor
- IX. Large-Scale Production
- X. Money and Banking
- XI. Government Regulation and Ownership
- XII. Law-Making
- XIII. Taxation
- XIV. Political Parties
- XV. Public Opinion
- XVI. Governments: National, State, and Local
- XVII. International Relations

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Criterion I.	Problem I.	Problem II.	Problem III.	Problem IV.	Problem V.
Provides opportunities for problem recognition.	Fundamental Law of the Land	Community Problems: Urban and Rural	Social Security Problems	Standard of Living	Immigration and Race Relations
<u>Textbooks</u>	<u>Ratings</u>	<u>Ratings</u>	<u>Ratings</u>	<u>Ratings</u>	<u>Ratings</u>
I.	12345	12345	12345	12345	12345
II.	12345	12345	12345	12345	12345
III.	12345	12345	12345	12345	12345
IV.	12345	12345	12345	12345	12345
V.	12345	12345	12345	12345	12345
VI.	12345	12345	12345	12345	12345
VII.	12345	12345	12345	12345	12345
VIII.	12345	12345	12345	12345	12345
IX.	12345	12345	12345	12345	12345
X.	12345	12345	12345	12345	12345
Criterion II.	Problem I.	Problem II.	Problem III.	Problem IV.	Problem V.
Impartial presentation of the objective data.	Fundamental Law of the Land	Community Problems: Urban and Rural	Social Security Problems	Standard of Living	Immigration and Race Relations
<u>Textbooks</u>	<u>Ratings</u>	<u>Ratings</u>	<u>Ratings</u>	<u>Ratings</u>	<u>Ratings</u>
I.	12345	12345	12345	12345	12345
II.	12345	12345	12345	12345	12345
III.	12345	12345	12345	12345	12345
IV.	12345	12345	12345	12345	12345
V.	12345	12345	12345	12345	12345
VI.	12345	12345	12345	12345	12345
VII.	12345	12345	12345	12345	12345
VIII.	12345	12345	12345	12345	12345
IX.	12345	12345	12345	12345	12345
X.	12345	12345	12345	12345	12345
Criterion III.	Problem I.	Problem II.	Problem III.	Problem IV.	Problem V.
Extent to which solutions are suggested	Fundamental Law of the Land	Community Problems: Urban and Rural	Social Security Problems	Standard of Living	Immigration and Race Relations
<u>Textbooks</u>	<u>Ratings</u>	<u>Ratings</u>	<u>Ratings</u>	<u>Ratings</u>	<u>Ratings</u>
I.	12345	12345	12345	12345	12345
II.	12345	12345	12345	12345	12345
III.	12345	12345	12345	12345	12345
IV.	12345	12345	12345	12345	12345
V.	12345	12345	12345	12345	12345
VI.	12345	12345	12345	12345	12345
VII.	12345	12345	12345	12345	12345
VIII.	12345	12345	12345	12345	12345
IX.	12345	12345	12345	12345	12345
X.	12345	12345	12345	12345	12345
Criterion IV.	Problem I.	Problem II.	Problem III.	Problem IV.	Problem V.
Recognizes possible alternative solutions.	Fundamental Law of the Land	Community Problems: Urban and Rural	Social Security Problems	Standard of Living	Immigration and Race Relations
<u>Textbooks</u>	<u>Ratings</u>	<u>Ratings</u>	<u>Ratings</u>	<u>Ratings</u>	<u>Ratings</u>
I.	12345	12345	12345	12345	12345
II.	12345	12345	12345	12345	12345
III.	12345	12345	12345	12345	12345
IV.	12345	12345	12345	12345	12345
V.	12345	12345	12345	12345	12345
VI.	12345	12345	12345	12345	12345
VII.	12345	12345	12345	12345	12345
VIII.	12345	12345	12345	12345	12345
IX.	12345	12345	12345	12345	12345
X.	12345	12345	12345	12345	12345
Criterion V.	Problem I.	Problem II.	Problem III.	Problem IV.	Problem V.
Wording appropriate for age group.	Fundamental Law of the Land	Community Problems: Urban and Rural	Social Security Problems	Standard of Living	Immigration and Race Relations
<u>Textbooks</u>	<u>Ratings</u>	<u>Ratings</u>	<u>Ratings</u>	<u>Ratings</u>	<u>Ratings</u>
I.	12345	12345	12345	12345	12345
II.	12345	12345	12345	12345	12345
III.	12345	12345	12345	12345	12345
IV.	12345	12345	12345	12345	12345
V.	12345	12345	12345	12345	

[illegible]

Criterion VII.	Problem I.	Problem II.	Problem III.	Problem IV.	Problem V.	Problem VI.	Problem VII.	Problem VIII.	Problem IX.	Problem X.	Problem XI.	Problem XII.	Problem XIII.	Problem XIV.	Problem XV.	Problem XVI.	Problem XVII.
Maps, charts, and figures clear and illuminating.	Fundamental Law of the Land	Community Problems: Urban and Rural	Social Security Problems	Standard of Living	Immigration and Race Relations	Conservation of Natural Resources	Problems of the Farmer	Problems of Labor	Large-Scale Production	Money and Banking	Government Regulation and Ownership	Law-Making	Taxation	Political Parties	Public Opinion	Government: National, State, and Local	International Relations
Textbooks	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings
I.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
II.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
III.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
IV.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
V.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
VI.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
VII.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
VIII.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
IX.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
X.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
Criterion VIII.	Problem I.	Problem II.	Problem III.	Problem IV.	Problem V.	Problem VI.	Problem VII.	Problem VIII.	Problem IX.	Problem X.	Problem XI.	Problem XII.	Problem XIII.	Problem XIV.	Problem XV.	Problem XVI.	Problem XVII.
Encouragement of collateral readings.	Fundamental Law of the Land	Community Problems: Urban and Rural	Social Security Problems	Standard of Living	Immigration and Race Relations	Conservation of Natural Resources	Problems of the Farmer	Problems of Labor	Large-Scale Production	Money and Banking	Government Regulation and Ownership	Law-Making	Taxation	Political Parties	Public Opinion	Government: National, State, and Local	International Relations
Textbooks	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings
I.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
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IV.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
V.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
VI.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
VII.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
VIII.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
IX.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
X.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
Criterion IX.	Problem I.	Problem II.	Problem III.	Problem IV.	Problem V.	Problem VI.	Problem VII.	Problem VIII.	Problem IX.	Problem X.	Problem XI.	Problem XII.	Problem XIII.	Problem XIV.	Problem XV.	Problem XVI.	Problem XVII.
Encouragement of activities other than reading.	Fundamental Law of the Land	Community Problems: Urban and Rural	Social Security Problems	Standard of Living	Immigration and Race Relations	Conservation of Natural Resources	Problems of the Farmer	Problems of Labor	Large-Scale Production	Money and Banking	Government Regulation and Ownership	Law-Making	Taxation	Political Parties	Public Opinion	Government: National, State, and Local	International Relations
Textbooks	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings	Ratings
I.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
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III.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
IV.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
V.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
VI.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
VII.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
VIII.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
IX.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
X.	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345

Textbooks:

- I. Today's Problems, R. O. Hughes, Allyn and Bacon, 1943. xiii - 801 p.
- II. American Government, Frank Abbott Magruder Allyn and Bacon, 1944. iii - 708 p.
- III. The Challenge of Democracy, Theodore P. Blach Richard J. Stanley New York. 1942.
- IV. Our Democracy, L.J.O'Rourke, D.C.Heath and Company, Boston. 1942. xxi - 711 p.
- V. Problems in American Democracy, S.H.Patterson, A.W.Selwyn Little, Henry R.Burch, The MacMillan Company, New York. 1941. xi - 814 p.
- VI. Our Democracy, E.C.Broome and E.W.Adams, The MacMillan Company, 1940. x - 466 p.
- VII. Exploring Your Community, M.P.Keohane and R.E.Keohane, Harcourt Brace and Company, 1941. xiv - 529 p.
- VIII. Everyday Problems of American Democracy, J.T.Greenah and A.B.Meredith, Houghton Mifflin Company, 1940, xxxii - 570 p.
- IX. Civics in American Life, The MacMillan Company, 1941, xiii - 708 p.
- X. Problems of American Democracy, Horace Kidger, Ginn and Company, 1940, x-546 p.

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